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150 N. 18th Avenue, Suite 300
Phoenix, AZ 85007-3228

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Meeting The Health Education Standards



The ultimate goal of comprehensive health education is to help young people in Arizona achieve their fullest potential by attaining their highest level of health and wellness as students and adults. The basic to health education is the knowledge about the importance of the interrelationships of physical, behavioral, and social well being and the prevention of disease and other health problems. Students should learn to accept responsibility for personal health decisions and practices, work with others to maintain a healthy environment, and become informed consumers.

Implementing the PLAY program will help you meet the Arizona Department of Education approved Comprehensive Health Education and Physical Activity Essential Level Standards.

Comprehensive Health Education and Physical Activity Standards



Standards	How PLAY meets the Comprehensive Health Education Standards
Standard: 1CH Students comprehend concepts related to health promotion and disease prevention.	Essentials: E1, E2, E3, E4 Research shows that there are positive health benefits of regular physical activity. Chronic diseases, once thought to be present only among adults, are becoming more prevalent among children. This can be attributed to the increasing number of overweight and obese children. Inactivity in children has been associated with a sedentary lifestyle in adults. The overall goal of PLAY is to encourage regular activity for children. During the 12-week program, a series of health promotion and disease prevention (activity-related) concepts are discussed. Teachers present new health concepts and conduct discussions and related physical activities to help assure adequate student comprehension.
Standard: 2CH Students demonstrate the ability to access accurate health information.	Essentials: E1 PLAY helps students understand the relationship between activity and health. It demonstrates activities that shift responsibility for an active lifestyle to students. These activities help students learn about new activities they may enjoy in their community, with their family, with their friends, or by themselves.
Standard: 3CH Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	Essentials: E1, E2, E3, E5 The PLAY program is designed to help students develop an active lifestyle that is simple and fun. The purpose is to teach kids about lifetime activity and help them develop lifelong healthy habits. PLAY encourages at least 60 minutes of daily activity and helps students understand the importance of physical activity for maintaining good health.
Standard: 4CH Students analyze the influence of culture, media, technology and other factors on health.	Essentials: E4, E3 Increased use of video games, computers, TVs, and cars has led young children and adults to lead inactive lifestyles. PLAY encourages students to choose active games over sedentary games. PLAY teaches the value of active involvement in the community, including the family, after school sport or activity programs and community recreation programs.
Standard: 5CH Students demonstrate the ability to use interpersonal skills to enhance health.	Essentials: E1, E2, E3 PLAY encourages students to be active with their peers. Active play demands cooperation prior to competition. Students must learn to recruit friends, play with integrity, and cooperate with others.
Standards: 6CH Students demonstrate the ability to use goal setting and decision-making skills to enhance health.	Essentials: E1, E2, E3, E4 Step 3 of the PLAY program teaches and encourages self-direction in a variety of physical activities. Students are expected to accomplish the following goals during this step: 1. Spend at least 60 minutes up to several hours each day being active 2. Be active most days of the week (at least 5 days a week) 3. Record their activity each day on their student log sheet The goal is to gradually place responsibility on the student to develop regular activity habits. Charting activity is integrated into the program to help students develop awareness about the quantity of activity they participate in on a regular basis.
Standards: 7CH Students demonstrate the ability to advocate for personal, family and community health.	Essentials: E4 PLAY demonstrates physical activities students can do in a cooperative, non-competitive environment. Steps 2 & 3 involve teacher-directed activities, which teach children many ways to be active and to encourage regular daily activity during and after school. PLAY includes activities children can do with their family because children are more likely to be active if their families are active. It also includes community activities to help students develop awareness of activities offered in their community.

Standards	How PLAY meets Physical Activity Standards
Standard: 1PA Students will demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.	Essentials: E1, E2 One of the PLAY program objectives is to teach skills that promote self-directed lifetime activity. PLAY moves the focus from fitness to regular physical activity. (Physical activity is any body movement that leads to an increase in energy expenditure.) PLAY helps all students become physically active. It is designed for students who are learning about personal skill competencies. Since PLAY encourages participation in a wide variety of activities, it offers students the opportunity to develop competence in new movement forms and skills.
Standard: 2PA Students will comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.	Essentials: E1, E3 Evidence shows that regular activity in childhood increases the probability of an active lifestyle in adulthood. All children are best able to maintain activity levels when the activity is lifestyle-oriented, such as walking to school or doing activity around the home such as yardwork or riding a bike. During Step 1 of PLAY, teachers discuss with the students the importance of physical activity. Some of the knowledge guidelines students learn are: 1. Regular activity is good for health; 2. Feeling positive about activity is as important as doing activity; and 3. All physical activity is beneficial.
Standard: 3PA Students will exhibit a physically active lifestyle.	Essentials: E1, E2 During Step 2, teachers direct students in a 15-minute daily activity break. Instruction is designed to get students involved in daily activity that is enjoyable and easy to accomplish. During Step 3, the program emphasizes self-directed participation in a wide variety of activities. Students are expected to spend at least 60 minutes up to several hours a day being active, be active at least 5 days a week, and record their activity to help develop regular lifelong activity habits.
Standard: 4PA Students will achieve and maintain a health-enhancing level of physical fitness.	Essentials: E2 PLAY emphasizes that all children can develop an active lifestyle. Participation in regular activity is not a genetically controlled trait, but a lifestyle. Beyond activity, the PLAY program has a few guiding principles for implementation. 1. It is for all students including those who need activity the most, 2. Athletic ability and endurance are not required to be moderately active, 3. The program is based on accumulating moderate activity, 4. The program allows students to personalize activity to meet their needs.
Standard: 5PA Students will develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.	Essentials: E2, E4 The final step of the PLAY program encourages student self-direction in achieving at least 60 minutes of activity each day at school and/or at home. The program allows students to participate regardless of athletic ability. It promotes a fun, non-competitive environment for students to be active with others. The PLAY program encourages students to chart their weekly participation on a class wall chart. This helps students learn the importance of working toward group goals. The class wall chart also increases group socialization toward a common activity goal.
Standards: 6PA Students will demonstrate understanding and respect for differences among people in physical activity settings.	Essentials: E1, E2, E3 The program includes suggestions for physical activities students can do with their classmates, friends, and family. Athletic ability and endurance are not required to participate in the PLAY program. PLAY shows students different activities so they can learn what activities they enjoy. Some of the best activities are non-competitive and can be done alone or with a friend. PLAY teaches students that all types of activity, not just sports, are valued.
Standards: 7PA Students will develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.	Essentials: E1, E2, E3 The goal of PLAY is to help students learn the healthy habit of daily physical activity. It contains suggestions for many activities students can do with their classmates, friends, family or by themselves. The program allows students to personalize activity to meet their needs. Students learn to set personal goals through the PLAY program. Students are encouraged to learn new activities without needing approval from peers.